

School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-----------------------------|-----------------------------------|--|---------------------------|
| Jesse M. Bethel High School | 48705814830147 | August 21, 2025 | September 3, 2025 |

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Jesse M. Bethel High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

| | |
|--|----|
| SPSA Title Page | 1 |
| Table of Contents..... | 2 |
| Plan Description..... | 4 |
| Educational Partner Involvement..... | 4 |
| Resource Inequities | 4 |
| Comprehensive Needs Assessment Components | 5 |
| California School Dashboard (Dashboard) Indicators..... | 5 |
| Other Needs..... | 5 |
| School and Student Performance Data | 7 |
| Student Enrollment..... | 7 |
| CAASPP Results..... | 10 |
| ELPAC Results | 14 |
| Student Population..... | 17 |
| Overall Performance | 19 |
| Academic Performance..... | 21 |
| Academic Engagement..... | 28 |
| Conditions & Climate..... | 31 |
| Goals, Strategies, & Proposed Expenditures..... | 33 |
| Goal 1..... | 33 |
| Goal 2..... | 40 |
| Goal 3..... | 44 |
| Goal 4..... | 48 |
| Budget Summary | 51 |
| Budget Summary | 51 |
| Other Federal, State, and Local Funds | 51 |
| Budgeted Funds and Expenditures in this Plan..... | 52 |
| Funds Budgeted to the School by Funding Source..... | 52 |
| Expenditures by Funding Source | 52 |
| Expenditures by Budget Reference | 52 |
| Expenditures by Budget Reference and Funding Source..... | 52 |
| Expenditures by Goal..... | 52 |
| School Site Council Membership | 53 |
| Recommendations and Assurances | 54 |
| Instructions..... | 55 |
| Appendix A: Plan Requirements | 62 |
| Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements | 65 |

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Jesse M. Bethel High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

The Single Plan for Student Achievement is written to outline Jesse M. Bethel's school wide program for the 2025-2026 school year. Jesse M. Bethel was identified as an Additional Targeted Support and Improvement (ATSI) school as a result of our suspension rate for our White student group. The 2025-2026 plan focuses on implementing strategies that support the needs of all students, while also targeting resources for students who are currently being underserved.

Jesse M. Bethel's school plan is aligned to the requirements of ESSA and the VCUSD Local Control and Accountability Plan (LCAP). The school's goals and metrics are aligned to the goals and metrics outlined in the LCAP. In cooperation with site educational partners, a comprehensive needs assessment has been completed using multiple measures of information on students' academic achievement to identify areas of need for improvement to ensure all students are meeting state academic standards. The SPSA includes a description of the strategies that will be used to improve outcomes for all students and in particular identified student groups. Jesse M. Bethel's SPSA will also identify how the school site is using their categorical funds to collaborate with families and the community, create safe engaging learning environments, and accelerate and enrich instruction to meet the needs of all students, particularly those currently at-risk of not meeting standards and/or graduating.

Educational Partner Involvement

How, when, and with whom did Jesse M. Bethel High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

SPSA and the Annual Review are updated at the monthly School Site Council meetings and ELAC meetings. Department Chairs are also part of the planning process for the SPSA. Once approved, the SPSA is shared with all staff members and is posted on our school website.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Based on the Comprehensive Needs Assessment we are still performing below standard in English and Math and College and Career Readiness. We continue to struggle with consistent staffing at JBHS again this year. We still have classes without English and Math teachers and classes that do not have teachers who meet the highly qualified criteria. This is leading to teacher and staff burnout because teachers are often asked to cover during their prep periods or are teaching on a 1.2 schedule without a prep. We are also struggling with developing common curriculum and assessments in English due to lack of experienced and credentialed teachers. Furthermore, we also need more FTE to increase the college and career readiness paths in our Master Schedule. We would like to have more of our students take Math, Science, and Language for all 4 years at JBHS to make them more competitive for top colleges. We need to increase options for students to increase A-G opportunities, which requires additional staffing. Jesse Bethel would also like to offer a 7 period day for students who wish to participate in programs like AVID and/or Band and would also like to be A-G competitive. Within the SPSA, Jesse Bethel has actions utilizing funds to provide professional development,

collaboration, and support to address standards-based instruction. Teachers are also released to observe other teachers. Jesse Bethel will collaborate with students to build additional pathways that are student-interest driven. The Site Leadership Team meets consistently to address actions through the cycle of inquiry/science of improvement process to monitor student outcomes and related actions.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The following 2024 California Dashboard indicators for Jesse M. Bethel were in the "Red" or "Orange" performance category:

- Suspension Rate
- English Language Arts
- Mathematics

Steps taken to address those areas include:

- We have implemented alternative means of correction for certain infractions (vaping, cutting class, etc) as a way to keep our students in school.
- We have partnered with an outside support provider (Ina Bendich) to work with our students on how to resolve conflict using Restorative practices.
- We are partnering with our feeder middle school to identify incoming students who may need extra support and are connecting those students with services as they enter high school.
- We have provided ongoing professional development on structured student talk strategies to better engage our students in their learning. Administration and teachers conduct regularly scheduled observations to provide feedback to teachers and identify areas for additional support and professional development.
- All teachers have been trained on literacy strategies across content areas.
- Our English Department is working with an outside support provider (LTL 360) to build comprehensive units of study and daily lesson plans.
- Supplemental curriculum has been purchased and implemented in our ELD program. An ELD PLC has been developed and meets every 2 weeks to look at student work and curriculum implementation.
- Our Math teachers receive ongoing professional development from Carnegie Learning and our District Teacher Leader. They also receive feedback from classroom observations.
- Our Instructional Leadership Team meets regularly to develop a site action plan, plan professional development, and review our results and outcomes.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The California Dashboard for 2024 indicates that we do not have any areas where we have student groups two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Our local measures (NWEA) in Mathematics and English also indicate that our students are performing below standard in English and Math. Our D/F rates are in alignment with our data from our local benchmark assessments. For example, our 10th grade math scores are lower on our benchmark assessments than our 9th and 11th grade scores and our D/F rates are also highest in 10th grade math.

Steps taken to address these areas include:

- A school wide examination of our class syllabi to look at our grading policies and analyze our grading consistencies as well as inconsistencies.

-A PLC was started to begin a book study using the book, Grading for Equity to learn more about how to get more equitable outcomes for students through changing our grading practices.

-All teachers have been trained on how to use student work to plan for reteach lessons. They have also been trained on why it is important to reteach and we are giving students multiple opportunities to demonstrate proficiency and to reflect this in their overall grades.

Though our graduation rate is at 86.2% at Jesse M. Bethel only 22.9% demonstrate that they are prepared for college and career. This is well below the state average.

Steps taken to address these areas include:

-Our staff has begun pushing out information on A-G to all students, staff, and parents annually

-Counselors are working to schedule all students to be A-G qualified

-We have CTE pathways and/or CPA academies offered for all interested 10th-12th graders in the areas of Biomedical Science, Law, and Multimedia

-We have increased the number of college matriculation support staff on campus to support students with college applications, FAFSA, etc. (EAOP, PACT, CalSoap, etc)

-We have increased opportunities for students to bring D grades to C's or better in order to be A-G ready.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Jesse M. Bethel High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| American Indian | 0.15% | 0.28% | 0.35% | 2 | 4 | 5 |
| African American | 22.02% | 23.59% | 21.72% | 341 | 340 | 308 |
| Asian | 2.94% | 3.33% | 3.39% | 48 | 48 | 48 |
| Filipino | 19.91% | 17.49% | 17.98% | 279 | 252 | 255 |
| Hispanic/Latino | 43.06% | 43.10% | 44.92% | 631 | 621 | 637 |
| Pacific Islander | 1.43% | 1.73% | 1.48% | 21 | 25 | 21 |
| White | 5.81% | 5.76% | 5.36% | 93 | 83 | 76 |
| Two or More Races | 4.68% | 4.09% | 4.16% | 51 | 59 | 59 |
| Not Reported | 1.01% | 0.62% | 0.63% | 15 | | 9 |
| Total Enrollment | | | | 1481 | 1441 | 1418 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 22-23 | 23-24 | 24-25 |
| Grade 9 | 367 | 362 | |
| Grade 10 | 370 | 389 | |
| Grade 11 | 330 | 358 | |
| Grade 12 | 313 | 332 | |
| Total Enrollment | 1380 | 1,441 | |

Conclusions based on this data:

1. Our enrollment has steadily declined over the last 3 years. The biggest decrease took place between the 21-22 and 22-23 school year resulting in an 8% drop in enrollment. Grade 12 has consistently had the lowest student enrollment, which is a common trend throughout the state.
2. Student subgroups have slightly declining enrollment numbers over the last three years with the exception of students identifying as multiple race or declining to state. In 22-23 the percent of multiple race or declining to state students increased by 1.74%.
3. The 22-23 enrollment data shows that an 11% drop in enrollment occurred between the tenth and eleventh grade. Students in need of credit recovery have the option to transfer to John Finney, our continuation high school, for credit recovery. This might be the reason for the drop from 370 to 330 students. We are monitoring this and are

implementing more credit recovery options at JBHS in order to keep more of our students with us during their 4 years of high school.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| English Learners | 230 | 226 | 214 | 15.5% | 15.7% | 15.1% |
| Fluent English Proficient (FEP) | 397 | 385 | 397 | 26.8% | 26.7% | 28.0% |
| Reclassified Fluent English Proficient (RFEP) | 364 | 352 | 370 | 61.3% | 60.9% | 63.4% |

Conclusions based on this data:

1. We have seen a steady increase in the number of English Learners at JBHS over the last three years.
2. Our number of Fluent English Proficient (FEP) students has continuously decreased over the last three years at JBHS.
3. We have seen a slight decrease in the number of English Learners being reclassified as Fluent English Proficient (RFEP) between the 2021-2022 and 2022-2023 school years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 8 | * | | | * | | | * | | | | | |
| Grade 11 | 388 | 370 | 351 | 304 | 352 | 325 | 300 | 352 | 325 | 78.4 | 95.1 | 92.6 |
| All Grades | 389 | 370 | 351 | 305 | 352 | 325 | 301 | 352 | 325 | 78.4 | 95.1 | 92.6 |

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 8 | * | | | * | | | * | | | * | | | * | | |
| Grade 11 | 2523. | 2502. | 2493. | 9.33 | 5.11 | 6.77 | 23.67 | 25.85 | 19.08 | 24.67 | 22.16 | 24.31 | 42.33 | 46.88 | 49.85 |
| All Grades | N/A | N/A | N/A | 9.30 | 5.11 | 6.77 | 23.92 | 25.85 | 19.08 | 24.58 | 22.16 | 24.31 | 42.19 | 46.88 | 49.85 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 8 | * | | | * | | | * | | |
| Grade 11 | 15.33 | 7.95 | 9.54 | 57.67 | 58.52 | 48.31 | 27.00 | 33.52 | 42.15 |
| All Grades | 15.61 | 7.95 | 9.54 | 57.48 | 58.52 | 48.31 | 26.91 | 33.52 | 42.15 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 8 | * | | | * | | | * | | |
| Grade 11 | 10.92 | 9.38 | 6.77 | 40.27 | 36.65 | 40.31 | 48.81 | 53.98 | 52.92 |
| All Grades | 10.88 | 9.38 | 6.77 | 40.48 | 36.65 | 40.31 | 48.64 | 53.98 | 52.92 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 8 | * | | | * | | | * | | |
| Grade 11 | 6.00 | 6.53 | 7.08 | 65.00 | 70.17 | 68.31 | 29.00 | 23.30 | 24.62 |
| All Grades | 5.98 | 6.53 | 7.08 | 65.12 | 70.17 | 68.31 | 28.90 | 23.30 | 24.62 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 8 | * | | | * | | | * | | |
| Grade 11 | 9.00 | 5.68 | 7.38 | 68.33 | 64.20 | 58.77 | 22.67 | 30.11 | 33.85 |
| All Grades | 8.97 | 5.68 | 7.38 | 68.44 | 64.20 | 58.77 | 22.59 | 30.11 | 33.85 |

Conclusions based on this data:

1. CAASPP 22-23 data shows an increase of nearly 5% of students at or near standard in Listening: Demonstrating Effective Communication Skills with 76.7% of students At/Near or Above Standard.
2. According to the CAASPP data, there was an overall decline in Writing proficiency and Research/Inquiry over the last three years.
3. The data shows that 69.9% of students met, nearly met, or exceeded the standard in the area of Research/Inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 8 | * | | | * | | | * | | | | | |
| Grade 11 | 388 | 371 | 351 | 293 | 351 | 323 | 284 | 351 | 323 | 75.5 | 94.6 | 92 |
| All Grades | 389 | 371 | 351 | 294 | 351 | 323 | 285 | 351 | 323 | 75.6 | 94.6 | 92 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 8 | * | | | * | | | * | | | * | | | * | | |
| Grade 11 | 2529. | 2493. | 2486. | 4.93 | 1.99 | 2.48 | 15.49 | 10.54 | 10.84 | 25.35 | 23.93 | 21.05 | 54.23 | 63.53 | 65.63 |
| All Grades | N/A | N/A | N/A | 4.91 | 1.99 | 2.48 | 15.79 | 10.54 | 10.84 | 25.26 | 23.93 | 21.05 | 54.04 | 63.53 | 65.63 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 8 | * | | | * | | | * | | |
| Grade 11 | 10.04 | 5.70 | 5.26 | 42.29 | 31.62 | 30.96 | 47.67 | 62.68 | 63.78 |
| All Grades | 10.00 | 5.70 | 5.26 | 42.50 | 31.62 | 30.96 | 47.50 | 62.68 | 63.78 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 8 | * | | | * | | | * | | |
| Grade 11 | 6.03 | 3.42 | 4.33 | 60.99 | 58.40 | 56.04 | 32.98 | 38.18 | 39.63 |
| All Grades | 6.01 | 3.42 | 4.33 | 61.13 | 58.40 | 56.04 | 32.86 | 38.18 | 39.63 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 8 | * | | | * | | | * | | |
| Grade 11 | 6.71 | 3.99 | 1.24 | 65.72 | 59.26 | 61.30 | 27.56 | 36.75 | 37.46 |
| All Grades | 6.69 | 3.99 | 1.24 | 65.85 | 59.26 | 61.30 | 27.46 | 36.75 | 37.46 |

Conclusions based on this data:

1. The strongest performance area in 2022-2023 was in Problem Solving & Modeling/Data Analysis. Nearly 62% of students met, nearly met, or exceeded standard performance.
2. On the 2022-2023 CAASPP 37.32% of our students were near, at or above standard in Concepts and Procedures, 61.82% were near, at or above standard in Problem Solving & Modeling/Data Analysis, and 63.25% were near, at or above standard in Communicating Reasoning.
3. Concepts & Procedures: Applying Mathematical Concepts and Procedures was our lowest performing area in 2022-2023, while Communicating Reasoning: Demonstrating Ability to Support Mathematical Conclusions was our strongest area.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.cde.ca.gov/ta/tg/eng/elpac/) website for more information about the ELPAC.

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 9 | 1529.6 | 1526.4 | 1506.0 | 1529.1 | 1534.4 | 1509.5 | 1529.8 | 1518.1 | 1501.9 | 62 | 69 | 65 |
| 10 | 1526.6 | 1545.3 | 1527.7 | 1510.8 | 1559.0 | 1531.8 | 1541.8 | 1531.0 | 1523.0 | 39 | 73 | 65 |
| 11 | 1540.1 | 1517.0 | 1513.6 | 1530.2 | 1512.7 | 1516.1 | 1549.6 | 1520.9 | 1510.4 | 38 | 40 | 38 |
| 12 | 1568.2 | 1503.9 | 1506.2 | 1574.8 | 1504.0 | 1498.3 | 1561.0 | 1503.2 | 1513.8 | 26 | 42 | 29 |
| All Grades | | | | | | | | | | 165 | 224 | 197 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 9 | 9.84 | 11.76 | 1.56 | 39.34 | 32.35 | 29.69 | 27.87 | 32.35 | 32.81 | 22.95 | 23.53 | 35.94 | 61 | 68 | 64 |
| 10 | 10.26 | 26.39 | 12.31 | 35.90 | 16.67 | 32.31 | 33.33 | 30.56 | 30.77 | 20.51 | 26.39 | 24.62 | 39 | 72 | 65 |
| 11 | 5.26 | 12.50 | 2.63 | 39.47 | 22.50 | 21.05 | 31.58 | 30.00 | 42.11 | 23.68 | 35.00 | 34.21 | 38 | 40 | 38 |
| 12 | 8.00 | 12.20 | 6.90 | 52.00 | 26.83 | 27.59 | 36.00 | 19.51 | 24.14 | 4.00 | 41.46 | 41.38 | 25 | 41 | 29 |
| All Grades | 8.59 | 16.74 | 6.12 | 40.49 | 24.43 | 28.57 | 31.29 | 28.96 | 32.65 | 19.63 | 29.86 | 32.65 | 163 | 221 | 196 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 9 | 19.67 | 27.94 | 25.00 | 44.26 | 41.18 | 37.50 | 21.31 | 11.76 | 10.94 | 14.75 | 19.12 | 26.56 | 61 | 68 | 64 |
| 10 | 15.38 | 38.89 | 33.85 | 41.03 | 29.17 | 35.38 | 25.64 | 9.72 | 7.69 | 17.95 | 22.22 | 23.08 | 39 | 72 | 65 |
| 11 | 28.95 | 22.50 | 15.79 | 34.21 | 32.50 | 42.11 | 15.79 | 15.00 | 21.05 | 21.05 | 30.00 | 21.05 | 38 | 40 | 38 |
| 12 | 32.00 | 31.71 | 20.69 | 52.00 | 19.51 | 34.48 | 12.00 | 12.20 | 6.90 | 4.00 | 36.59 | 37.93 | 25 | 41 | 29 |
| All Grades | 22.70 | 31.22 | 25.51 | 42.33 | 31.67 | 37.24 | 19.63 | 11.76 | 11.22 | 15.34 | 25.34 | 26.02 | 163 | 221 | 196 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 9 | 0.00 | 0.00 | 0.00 | 19.67 | 10.29 | 6.25 | 42.62 | 44.12 | 29.69 | 37.70 | 45.59 | 64.06 | 61 | 68 | 64 |
| 10 | 7.69 | 4.17 | 3.08 | 20.51 | 19.44 | 9.23 | 38.46 | 31.94 | 41.54 | 33.33 | 44.44 | 46.15 | 39 | 72 | 65 |
| 11 | 0.00 | 0.00 | 0.00 | 21.05 | 17.50 | 0.00 | 47.37 | 27.50 | 34.21 | 31.58 | 55.00 | 65.79 | 38 | 40 | 38 |
| 12 | 4.00 | 2.44 | 0.00 | 16.00 | 14.63 | 10.34 | 60.00 | 29.27 | 24.14 | 20.00 | 53.66 | 65.52 | 25 | 41 | 29 |
| All Grades | 2.45 | 1.81 | 1.02 | 19.63 | 15.38 | 6.63 | 45.40 | 34.39 | 33.67 | 32.52 | 48.42 | 58.67 | 163 | 221 | 196 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 9 | 0.00 | 5.88 | 1.56 | 67.21 | 64.71 | 62.50 | 32.79 | 29.41 | 35.94 | 61 | 68 | 64 |
| 10 | 0.00 | 11.27 | 6.15 | 64.10 | 63.38 | 63.08 | 35.90 | 25.35 | 30.77 | 39 | 71 | 65 |
| 11 | 0.00 | 5.00 | 0.00 | 60.53 | 55.00 | 36.84 | 39.47 | 40.00 | 63.16 | 38 | 40 | 38 |
| 12 | 4.00 | 0.00 | 0.00 | 76.00 | 51.22 | 44.83 | 20.00 | 48.78 | 55.17 | 25 | 41 | 29 |
| All Grades | 0.61 | 6.36 | 2.55 | 66.26 | 60.00 | 55.10 | 33.13 | 33.64 | 42.35 | 163 | 220 | 196 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 9 | 80.00 | 77.94 | 66.67 | 6.67 | 4.41 | 7.94 | 13.33 | 17.65 | 25.40 | 60 | 68 | 63 |
| 10 | 69.23 | 77.46 | 67.69 | 12.82 | 4.23 | 9.23 | 17.95 | 18.31 | 23.08 | 39 | 71 | 65 |
| 11 | 67.57 | 67.50 | 76.32 | 21.62 | 2.50 | 5.26 | 10.81 | 30.00 | 18.42 | 37 | 40 | 38 |
| 12 | 86.36 | 58.97 | 51.72 | 13.64 | 12.82 | 10.34 | 0.00 | 28.21 | 37.93 | 22 | 39 | 29 |
| All Grades | 75.32 | 72.48 | 66.67 | 12.66 | 5.50 | 8.21 | 12.03 | 22.02 | 25.13 | 158 | 218 | 195 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 9 | 4.92 | 1.47 | 3.13 | 42.62 | 48.53 | 20.31 | 52.46 | 50.00 | 76.56 | 61 | 68 | 64 |
| 10 | 20.51 | 8.33 | 6.15 | 28.21 | 44.44 | 29.23 | 51.28 | 47.22 | 64.62 | 39 | 72 | 65 |
| 11 | 5.26 | 12.50 | 0.00 | 52.63 | 22.50 | 23.68 | 42.11 | 65.00 | 76.32 | 38 | 40 | 38 |
| 12 | 8.00 | 2.44 | 0.00 | 64.00 | 34.15 | 34.48 | 28.00 | 63.41 | 65.52 | 25 | 41 | 29 |
| All Grades | 9.20 | 5.88 | 3.06 | 44.79 | 39.82 | 26.02 | 46.01 | 54.30 | 70.92 | 163 | 221 | 196 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 9 | 0.00 | 0.00 | 0.00 | 70.00 | 67.65 | 51.56 | 30.00 | 32.35 | 48.44 | 60 | 68 | 64 |
| 10 | 2.56 | 1.43 | 0.00 | 71.79 | 75.71 | 61.54 | 25.64 | 22.86 | 38.46 | 39 | 70 | 65 |
| 11 | 10.81 | 5.00 | 0.00 | 67.57 | 47.50 | 57.89 | 21.62 | 47.50 | 42.11 | 37 | 40 | 38 |
| 12 | 8.70 | 12.20 | 3.45 | 78.26 | 46.34 | 48.28 | 13.04 | 41.46 | 48.28 | 23 | 41 | 29 |
| All Grades | 4.40 | 3.65 | 0.51 | 71.07 | 62.56 | 55.61 | 24.53 | 33.79 | 43.88 | 159 | 219 | 196 |

Conclusions based on this data:

1. According to the 2022-2023 ELPAC data, 29.86% of our English Learners scored a 1, 28.96% scored a 2, 24.43% scored a 3, and 16.74% scored a 4 on their overall test.
2. On the 2022-2023 ELPAC, our lowest performance was in the Written Language Domain (1.81%). Our strongest domain was the Speaking Domain (72.48%)
3. Overall there was an increase in the number of students at Level 4 on the 2022-2023 ELPAC test. The other levels stayed the same between the 2021-2022 and 2022-2023 testing administration.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

| 2023-24 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1,441 | 79.9% | 15.7% | 0.6% |
| Total Number of Students enrolled in Jesse M. Bethel High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 226 | 15.7% |
| Foster Youth | 9 | 0.6% |
| Homeless | 20 | 1.4% |
| Socioeconomically Disadvantaged | 1,152 | 79.9% |
| Students with Disabilities | 201 | 13.9% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 340 | 23.6% |
| American Indian | 4 | 0.3% |
| Asian | 48 | 3.3% |
| Filipino | 252 | 17.5% |
| Hispanic | 621 | 43.1% |
| Two or More Races | 59 | 4.1% |
| Pacific Islander | 25 | 1.7% |
| White | 83 | 5.8% |

Conclusions based on this data:

1. Our largest student subgroup is our Latino student subgroup.

2. Our smallest student subgroup is our American Indian subgroup.
3. 61% of our student population at JBHS is socioeconomically disadvantaged. This group of students continues to grow larger over time.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Red

Academic Engagement

Graduation Rate



Yellow

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Red

English Learner Progress



Red

College/Career



Orange

Conclusions based on this data:

1. According to the fall 2022 Dashboard data we need to improve in all areas (English Language Arts, Math, College and Career Readiness, Graduation Rate, and Suspension Rate) at JBHS.
2. We need to focus on improving our instruction in all content areas by strengthening our department Professional Learning Communities and using common assessments and student work to analyze student performance frequently as a way to better plan our instruction and our instructional interventions. We will also be focusing on the VCUSD Instructional Priorities across all departments to continue to improve our English Language Arts and Math skills for all students,
3. We need to continue to work on improving our school culture and climate through the use of PBIS, MTSS, Restorative Practices, and strong student to student, teacher to student, and school to parent relationships in order to decrease our number of student suspensions.

School and Student Performance Data

Academic Performance English Language Arts

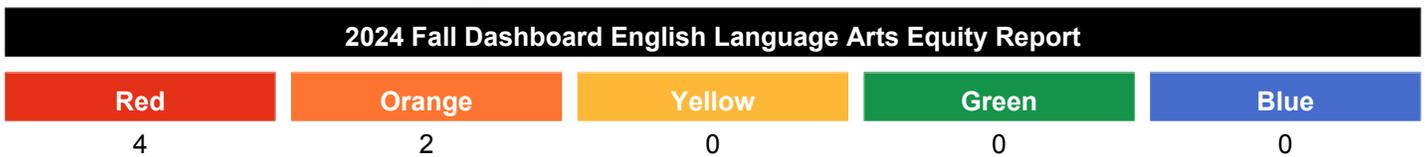
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p> <p>Red</p> <p>89.6 points below standard</p> <p>Declined 13.2 points</p> <p>322 Students</p> | <p>English Learners</p> <p>Red</p> <p>146.3 points below standard</p> <p>Declined 7.3 points</p> <p>64 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>173.9 points below standard</p> <p>Declined 28.8 points</p> <p>38 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>96.6 points below standard</p> <p>Declined 9.4 points</p> <p>270 Students</p> |

| | | |
|--|---|---|
| <p>Students with Disabilities</p>  <p>Red</p> <p>208.6 points below standard</p> <p>Declined 42.8 points</p> <p>50 Students</p> | <p>African American</p>  <p>Orange</p> <p>116.4 points below standard</p> <p>Increased 12.8 points</p> <p>67 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p> | <p>Filipino</p>  <p>Orange</p> <p>40.0 points below standard</p> <p>Declined 37.9 points</p> <p>68 Students</p> | <p>Hispanic</p>  <p>Red</p> <p>94.6 points below standard</p> <p>Maintained 0.8 points</p> <p>145 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>92.4 points below standard</p> <p>Declined 39.9 points</p> <p>14 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p>White</p>  <p>No Performance Color</p> <p>141.0 points below standard</p> <p>Declined 78.7 points</p> <p>19 Students</p> |

Conclusions based on this data:

1. According to the 2023 Fall Dashboard, all of our students are in the Orange category in English Language Arts as measured by the CAASPP. Although all of our students are in the orange category, we saw significant growth with all subgroups. We saw a 29.9 point gain for all of our students, a 53.8 point gain for our English Learners, a 28.2 point gain for our Socioeconomically Disadvantaged students, and a 73.6 point gain for our Students with Disabilities. We also saw a 25 point gain for our African American students, a 19.2 point gain for our Filipino students, and a 35.3 point gain for our Hispanic students.
2. According to the 2023 Fall Dashboard, our Filipino students are still outperforming our other student groups and are the only student group in the yellow portion of the Dashboard for English Language Arts.
3. Though we saw significant growth on the ELA portion of the CAASPP, we still need to make significant progress in this area. This is especially true for our African American students and our English Learners.

School and Student Performance Data

Academic Performance Mathematics

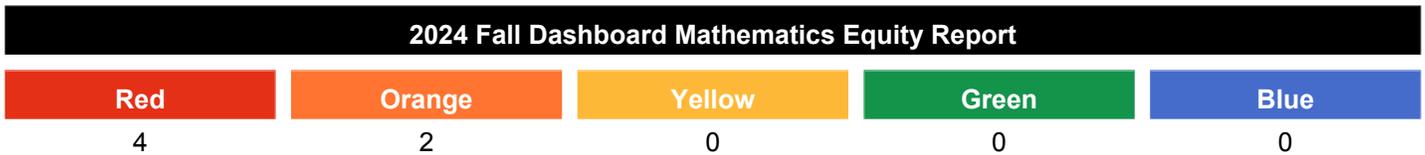
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p> <p>Red</p> <p>143.6 points below standard</p> <p>Declined 13.0 points</p> <p>322 Students</p> | <p>English Learners</p> <p>Red</p> <p>180.3 points below standard</p> <p>Declined 7.6 points</p> <p>64 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>203.6 points below standard</p> <p>Declined 10.8 points</p> <p>38 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>148.4 points below standard</p> <p>Declined 10.1 points</p> <p>269 Students</p> |

| | | |
|--|---|--|
| <p>Students with Disabilities</p>  <p>Red</p> <p>245.4 points below standard</p> <p>Declined 50.1 points</p> <p>50 Students</p> | <p>African American</p>  <p>Orange</p> <p>171.1 points below standard</p> <p>Increased 19.1 points</p> <p>70 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p> | <p>Filipino</p>  <p>Orange</p> <p>91.2 points below standard</p> <p>Declined 21.5 points</p> <p>68 Students</p> | <p>Hispanic</p>  <p>Red</p> <p>156.6 points below standard</p> <p>Declined 15.3 points</p> <p>146 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>141.1 points below standard</p> <p>Increased 13.3 points</p> <p>14 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p>White</p>  <p>No Performance Color</p> <p>210.8 points below standard</p> <p>Declined 103.5 points</p> <p>19 Students</p> |

Conclusions based on this data:

1. According to the 2023 Fall Dashboard data, the majority of our students scored in the Orange in Mathematics as measured by the CAASPP. That being said, we did make significant growth with most of our student groups. We saw a 20.7 point gain for all students, a 65.7 point gain for our English Learners, a 25.4 point gain for our Socioeconomically Disadvantaged Students, and a 78.2 point gain for our Students with Disabilities. We also saw a 44.8 point gain for our Asian students, a 0.1 point gain for our Filipino students, a 36.8 point gain for our Hispanic students, and a 77.8 point gain for our White students.
2. According to the 2023 Fall Dashboard data, our African American students declined by 10.7 points in Mathematics as measured by the CAASPP. Therefore our African American students scored in the Red on the Mathematics portion of the CAASPP test. This is an area of concern that needs to be focused on for the upcoming school year.
3. According to the 2023 Fall Dashboard data, we are still seeing an achievement gap between our Filipino students and our other student groups in Mathematics as measured by the CAASPP.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

| 2024 Fall Dashboard English Learner Progress Indicator | |
|--|--|
| English Learner Progress  Red 32.3% making progress. Number Students: 164 Students | Long-Term English Learner Progress  Red 33% making progress. Number Students: 106 Students |

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2024 Fall Dashboard Student English Language Acquisition Results | | | |
|--|---|--------------------------------|---|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 18.9% | 47.6% | 1.2% | 31.1% |

Conclusions based on this data:

1. According to the 2023 Fall Dashboard Data 45.6% of our English Learners made progress towards English proficiency.
2. We had 29 students decrease by one level with their English Proficiency, 64 maintain their level of English Proficiency, and 81 students progress at least one level of English proficiency on the ELPAC exam.
3. We need to improve our Designated ELD instruction in our ELD classes and we also need to improve our Integrated ELD instruction in our core classes to improve our scores in all areas of our English Learner student population. This will continue to be an area of focus for professional development at JBHS.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

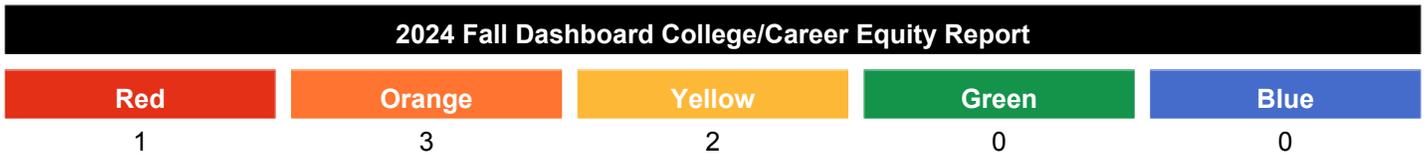
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2024 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  <p>Orange</p> <p>22.5 Prepared</p> <p>Maintained 0.4</p> <p>364 Students</p> | <p>English Learners</p>  <p>Yellow</p> <p>11.3 Prepared</p> <p>Increased 5.4</p> <p>53 Students</p> | <p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>11.5 Prepared</p> <p>Increased 2.7</p> <p>26 Students</p> |
| <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>4 Students</p> | <p>Homeless</p>  <p>No Performance Color</p> <p>0 Prepared</p> <p>0</p> <p>19 Students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>21.5 Prepared</p> <p>Maintained 1.3</p> <p>316 Students</p> |

| | | |
|---|---|--|
| <p>Students with Disabilities</p>  <p>Red</p> <p>4.1 Prepared</p> <p>Declined 6.6</p> <p>49 Students</p> | <p>African American</p>  <p>Orange</p> <p>10.1 Prepared</p> <p>Declined 4.8</p> <p>89 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>37.5 Prepared</p> <p>Increased 14.4</p> <p>16 Students</p> | <p>Filipino</p>  <p>Yellow</p> <p>43.4 Prepared</p> <p>Maintained 1.5</p> <p>76 Students</p> | <p>Hispanic</p>  <p>Orange</p> <p>19.9 Prepared</p> <p>Maintained 1</p> <p>136 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>15.4 Prepared</p> <p>Declined 7.7</p> <p>13 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>8 Students</p> | <p>White</p>  <p>No Performance Color</p> <p>18.2 Prepared</p> <p>Increased 7.8</p> <p>22 Students</p> |

Conclusions based on this data:

1. According to the 2023 Fall Dashboard data 22.9% of our students are College and Career Ready.
2. According to the 2023 Fall Dashboard data 5.9% of our English Learners, 20.2% of our Socioeconomically Disadvantaged students, 10.6% of our Students with Disabilities, 14.9% of our African American students, 41.9% of our Filipino students, and 20.9% of our Hispanic students are considered College and Career ready.
3. Our Filipino students are graduating much more College and Career Ready than our other groups of students on campus. This is an equity issue and is something that needs to be addressed.

School and Student Performance Data

Academic Engagement Graduation Rate

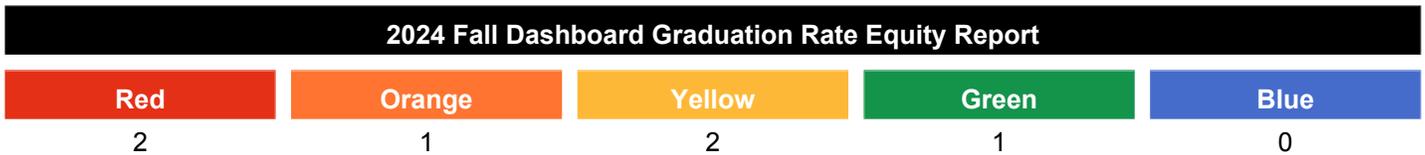
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2024 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p> <p>Yellow</p> <p>85.2% graduated</p> <p>Maintained 0.9%</p> <p>366 Students</p> | <p>English Learners</p> <p>Red</p> <p>67.9% graduated</p> <p>Declined 8.5%</p> <p>53 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>57.7% graduated</p> <p>Declined 15.8%</p> <p>26 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>90% graduated</p> <p>20 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>85.2% graduated</p> <p>Maintained 0.5%</p> <p>318 Students</p> |

| | | |
|---|---|---|
| <p>Students with Disabilities</p>  <p>Red</p> <p>54.9% graduated</p> <p>Increased 3.8%</p> <p>51 Students</p> | <p>African American</p>  <p>Yellow</p> <p>86.5% graduated</p> <p>Maintained 0%</p> <p>89 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>93.8% graduated</p> <p>Increased 9.1%</p> <p>16 Students</p> | <p>Filipino</p>  <p>Green</p> <p>94.7% graduated</p> <p>Maintained 0.1%</p> <p>76 Students</p> | <p>Hispanic</p>  <p>Orange</p> <p>80.3% graduated</p> <p>Declined 3.2%</p> <p>137 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>84.6% graduated</p> <p>Increased 7.7%</p> <p>13 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p> | <p>White</p>  <p>No Performance Color</p> <p>77.3% graduated</p> <p>Declined 5.5%</p> <p>22 Students</p> |

Conclusions based on this data:

1. According to the 2023 Graduation Rate data, 86.2% of all of our students graduated. 76.5% of our English Learners, 84.8% of our Socioeconomically Disadvantaged students, and 51.1% of our Students with Disabilities graduated. 86.5% of our African American students, 94.6% of our Filipino students, and 83.5% of our Hispanic students graduated.
2. Our White student group had the most amount of growth with the graduation rate during the 2022-2023 school year. Our African American student group also significantly increased with the graduation rate. In addition our Filipino student group also increased with their graduation rate, but our Hispanic and Asian student groups just maintained their graduation rates.
3. Our students who identify as two or more races saw a decrease in their graduation rates.

School and Student Performance Data

Conditions & Climate Suspension Rate

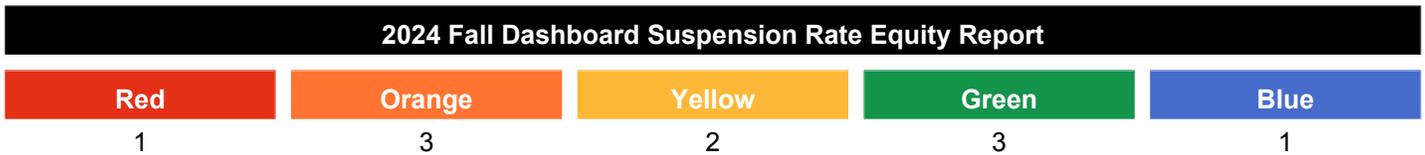
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p> <p>Yellow</p> <p>7.1% suspended at least one day</p> <p>Declined 3.3%</p> <p>1583 Students</p> | <p>English Learners</p> <p>Green</p> <p>4.3% suspended at least one day</p> <p>Declined 7.7%</p> <p>278 Students</p> | <p>Long-Term English Learners</p> <p>Green</p> <p>5.4% suspended at least one day</p> <p>Declined 3.7%</p> <p>168 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>18.8% suspended at least one day</p> <p>Increased 3.4%</p> <p>16 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>9.4% suspended at least one day</p> <p>Declined 5.6%</p> <p>64 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>7.3% suspended at least one day</p> <p>Declined 4.2%</p> <p>1296 Students</p> |

| | | |
|---|---|--|
| <p>Students with Disabilities</p>  <p>Red</p> <p>12.9% suspended at least one day</p> <p>Increased 1.3%</p> <p>233 Students</p> | <p>African American</p>  <p>Orange</p> <p>14.4% suspended at least one day</p> <p>Declined 1.9%</p> <p>368 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p> |
| <p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 8.3%</p> <p>54 Students</p> | <p>Filipino</p>  <p>Yellow</p> <p>1.9% suspended at least one day</p> <p>Maintained 0.1%</p> <p>262 Students</p> | <p>Hispanic</p>  <p>Green</p> <p>4.9% suspended at least one day</p> <p>Declined 5%</p> <p>701 Students</p> |
| <p>Two or More Races</p>  <p>Orange</p> <p>10.7% suspended at least one day</p> <p>Declined 2.2%</p> <p>75 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>7.4% suspended at least one day</p> <p>Declined 6.9%</p> <p>27 Students</p> | <p>White</p>  <p>Orange</p> <p>11% suspended at least one day</p> <p>Declined 3%</p> <p>91 Students</p> |

Conclusions based on this data:

1. According to the 2023 Fall Dashboard data and our local data we need to continue to decrease our suspensions at JBHS. We have a high suspension rate for all of our students.
2. We saw a decrease in the number of suspensions for our Students with Disabilities during the 2022-2023 school year.
3. According to the 2023 Fall Dashboard data our African American and White Students have the highest number of suspensions. Our Filipino students have the lowest number of suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Vibrant Culture of Teaching and Learning (VCUSD Pillar 3) -

Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, Jesse Bethel High School will ensure teachers are prepared to provide highly effective classroom instruction aligned to the instructional priorities so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate and indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vibrant Culture of Teaching and Learning (VCUSD Pillar 3) -

Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, Vallejo City Unified School District will ensure teachers are prepared to provide highly effective classroom instruction aligned to the instructional priorities so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate and indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Though we have made significant growth at JBHS in all academic areas outlined in the California State Dashboard, our students are still under performing. We need to continue to increase our student scores on the CAASPP in both English and Math, as well as increase our scores in all areas on the NWEA. We will continue to focus on improving our Tier 1 best first instruction and our Tier 2 reteaching instruction, so less students need credit recovery to graduate and/or to meet the A-G eligibility requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| CAASPP ELA | 30.53% Met & Exceeded on 2023 CAASPP ELA | 36.50% will meet or exceed standards on 2024 CAASPP ELA |
| CAASPP Math | 12.39% Met & Exceeded on 2023 CAASPP Math | 17.39% will meet or exceed standards on 2024 CAASPP Math |
| Graduation Rate | 86.16% on 2023 California Dashboard | 90% will graduate as measured by 2024 California Dashboard |
| Distance Points From Standard in English Language Arts (ELA) -All Students -English Learners -Hispanic -Socioeconomically Disadvantaged -Students with Disabilities | Distance Points From Standard in English Language Arts (ELA) -All Students -89.6 -English Learners -146.3 -Hispanic -94.6 -Socioeconomically Disadvantaged -96.6 -Students with Disabilities -208.6 | Distance Points From Standard in English Language Arts (ELA) -All Students -87 -English Learners -143 -Hispanic -91 -Socioeconomically Disadvantaged -93 -Students with Disabilities -205 |
| Distance Points From Standard in Math | | Distance Points From Standard in Math |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> -All Students -English Learners -Hispanic -Socioeconomically Disadvantaged -Students with Disabilities <p>Source: CA School Dashboard, English Language Arts (ELA), Mathematics</p> | <p>Distance Points From Standard in Math</p> <ul style="list-style-type: none"> -All Students -143.6 -English Learners -180.3 -Hispanic -156.6 -Socioeconomically Disadvantaged -148.4 -Students with Disabilities -245.4 <p>School Year 2023-2024</p> | <ul style="list-style-type: none"> -All Students -140 -English Learners -177 -Hispanic -153 -Socioeconomically Disadvantaged -145 -Students with Disabilities -242 <p>School Year 2024-2025</p> |
| <p>CAASPP English Language Arts (ELA) % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students -English Learners -Hispanic -Socioeconomically Disadvantaged -Students with Disabilities <p>CAASPP Math % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students -English Learners -Hispanic -Socioeconomically Disadvantaged -Students with Disabilities <p>CAASPP Science % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students <p>Source: DataQuest, CAASPP Test Results</p> | <p>CAASPP English Language Arts (ELA) % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students 25.85% -English Learners 0% -Hispanic 22.97% -Socioeconomically Disadvantaged 25.47% -Students with Disabilities 5.88% <p>CAASPP Math % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students 13.32% -English Learners 2.86% -Hispanic 11.04% -Socioeconomically Disadvantaged 13.20% -Students with Disabilities 3.03% <p>CAASPP Science % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students 15.9% <p>School Year 2023-2024</p> | <p>CAASPP English Language Arts (ELA) % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students 28% -English Learners 3% -Hispanic 26% -Socioeconomically Disadvantaged 28% -Students with Disabilities 8% <p>CAASPP Math % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students 15% -English Learners 5% -Hispanic 15% -Socioeconomically Disadvantaged 16.2% -Students with Disabilities 5% <p>CAASPP Science % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students 18% <p>School Year 2024-2025</p> |
| <p>% NWEA Projected Proficiency Reading</p> <ul style="list-style-type: none"> -All Students -English Learners -Hispanic -Socioeconomically Disadvantaged -Students with Disabilities <p>% NWEA Projected Proficiency Math</p> <ul style="list-style-type: none"> -All Students -English Learners -Hispanic -Socioeconomically Disadvantaged -Students with Disabilities <p>Source: Student Analytics Lab, Target Goals Dashboard</p> | <p>% NWEA Projected Proficiency Reading</p> <ul style="list-style-type: none"> -All Students 41% -English Learners 14.7% -Hispanic 37.2% -Socioeconomically Disadvantaged 40.1% -Students with Disabilities 43.4% <p>% NWEA Projected Proficiency Math</p> <ul style="list-style-type: none"> -All Students 32.2% -English Learners 18.7% -Hispanic 30.7% -Socioeconomically Disadvantaged 31.1% -Students with Disabilities 26.5% <p>Midyear Assessment, School Year 2024-2025</p> | <p>% NWEA Projected Proficiency Reading</p> <ul style="list-style-type: none"> -All Students 45% -English Learners 17% -Hispanic 41% -Socioeconomically Disadvantaged 43% -Students with Disabilities 43% <p>% NWEA Projected Proficiency Math</p> <ul style="list-style-type: none"> -All Students 37% -English Learners 21% -Hispanic 33% -Socioeconomically Disadvantaged 34% -Students with Disabilities 30% <p>Midyear Assessment, School Year 2025-2026</p> |
| <p>% of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.</p> <ul style="list-style-type: none"> -All Students -Students with Disabilities | <p>% of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.</p> <ul style="list-style-type: none"> -All Students 22.5% -Students with Disabilities 4.1% | <p>% of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.</p> <ul style="list-style-type: none"> -All Students 28% -Students with Disabilities 7% |

| | | |
|--|--|--|
| Source: CA School Dashboard | School Year 2023-2024 | School Year 2024-2025 |
| % of graduates meeting UC/CSU requirements -All Students -Students with Disabilities | % of graduates meeting UC/CSU requirements -All Students 28.1% -Students with Disabilities 2% | % of graduates meeting UC/CSU requirements -All Students 30% -Students with Disabilities 4% |
| Source: School Dashboard Additional Reports and Data, Met UC/CSU Requirements and CTE Pathway Completion Report | School Year 2023-2024 | School Year 2024-2025 |
| % of students NOT deficient in credits in A-G code courses -All Students -Students with Disabilities | % of students NOT deficient in credits in graduation status -All Students 83.6% -Students with Disabilities 64.3% | % of students NOT deficient in graduation status -All Students 90% -Students with Disabilities 67% |
| Source: SAL dashboard, Graduation Status, A-G Student List tab | Quarter 3, School Year 2024-2025 | Quarter 3, School Year 2025-2026 |
| % of students who graduate and complete a CTE pathway -All Students -Students with Disabilities | % of students who graduated and complete a CTE pathway -All Students 3.6% -Students with Disabilities 0.0% | % of students who graduate and complete a CTE pathway -All Students 3.6% -Students with Disabilities 0.0% |
| Source: School Dashboard Additional Reports and Data, Met UC/CSU Requirements and CTE Pathway Completion Report | School Year 2023-2024 | School Year 2024-2025 |
| % of students who met UC/CSU requirements AND complete a CTE pathway -All Students -Students with Disabilities | % of students who met UC/CSU requirements AND complete a CTE pathway -All Students 1.4% -Students with Disabilities 0.0% | % of students who met UC/CSU requirements AND complete a CTE pathway -All Students 1.4% -Students with Disabilities 0.0% |
| Source:CA School Dashboard, College/Career, Additional Reports | School Year 2023-2024 | School Year 2024-2025 |
| % of Advanced placement (AP) exams with a score of 3 or higher -All Students | % of Advanced placement (AP) exams with a score of 3 or higher -All Students 53.69% | % of Advanced placement (AP) exams with a score of 3 or higher -All Students 35.42% |
| Source: College Board | School Year 2023-2024 | School Year 2024-2025 |
| % of students who graduated high school within four years -All Students | % of students who graduated high school within four years -All Students 85.2% -Students with Disabilities 53.1% | % of students who graduate high school within four years -All Students 89% -Students with Disabilities 56% |
| Source: DataQuest | School Year 2023-2024 | School Year 2024-2025 |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|--|
| 1.1 | Teachers will continue to utilize a variety of structured student talk strategies to increase student engagement and student agency and ownership of their learning. As a result students will be able to respond to a variety of tasks at different depth of knowledge levels and will be able to access and respond to the Common Core Standards in all content areas. Professional Development will continue to be planned and administered throughout the year to help all teachers deepen their understanding and success with the implementation of these strategies. | All | 2000 LCAP Curriculum Enrichment (1777) |
| 1.2 | The Instructional Leadership Team (ILT) will continue to meet 2-3 times a month to look at data, refine our instructional plan for implementation of structured student talk strategies, plan staff wide professional development and reflect on our outcomes. Additional funds will be utilized to provide professional development (example. LTL360) and related teacher release for coaching/planning through cycles of inquiry process. | All | 5700 LCAP Site Leadership (1757) 60000 Title I Professional Development and Related Teacher Release |
| 1.3 | All Core Content Area Departments (English, Math, Science, Social Science) will work together to plan instructional units, create common assessments, and look at data and/or student work to plan reteaching. May include additional CORE instructional support as well as instructional or student materials needed to implement action plans. | All | 10000 LCAP Curriculum Enrichment (1777) - materials 15000 Title I Extra hours and/or substitute services |
| 1.4 | Department Chairs and teachers will use their prep time and or utilize class coverage in order to conduct classroom walkthroughs and observations in order to collect data on our professional development needs, and to help develop our instructional practices and lesson design. Additional; Provide content teachers release time to collaborate focusing on site instructional priorities, school data, lesson planning, common assessments. | All | LCAP See SPSA 1.2 and 1.3 |
| 1.5 | Science will order and utilize supplemental materials in order to provide students with opportunities to learn science concepts and standards through a variety of labs. | All | 35000 LCAP Curriculum Enrichment (1777) |
| 1.6 | The Visual Arts and Performance Arts department will order and utilize supplemental materials in order to provide students with a high quality and engaging, as well as well-rounded fine arts | All | 25000 LCAP Curriculum Enrichment (1777) |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|---|
| | educational opportunity. We will also be starting a Drama program at Bethel during the 2023-2024 school year. | | |
| 1.7 | The Physical Education Department will order and utilize supplemental materials in order to provide students with a high quality and engaging Physical Education experience. | All | 5000 LCAP Curriculum Enrichment (1777) |
| 1.8 | The English Department will order and utilize supplemental materials in order to enhance the core English curriculum. | All | 5000 LCAP Curriculum Enrichment (1777) |
| 1.9 | The Social Science Department will order and utilize supplemental materials in order to enhance the core Social Science curriculum. | All | 5000 LCAP Curriculum Enrichment (1777) |
| 1.10 | The Math Department will order and utilize supplemental materials in order to enhance the core Math curriculum. | All | 5000 LCAP |
| 1.11 | The World Language Department will order and utilize supplemental materials in order to enhance the World Language curriculum. | All | 5000 LCAP Curriculum Enrichment (1777) |
| 1.12 | The CTE Multimedia Pathway will be reinstated this year and will need to order and utilize supplemental materials in order to rebuild and enhance the Multimedia curriculum in order to provide the students with an engaging and high quality Multimedia experience. | All | 25000 LCAP CTE/Pathways (1785) 10000 LCAP Curriculum Enrichment (1777) |
| 1.13 | The Advanced Placement Department will meet 4-6 times a year to collaborate on best practices in AP classes, and setting school wide AP course expectations. They will also receive training on proctoring AP exams. | All | 2000 LCAP Curriculum Enrichment (1777) |
| 1.14 | The Advanced Placement Department will attend AP trainings and conferences put on by the College Board in order to enhance their understanding of how to teach their respective AP courses and how to access and utilize the AP curriculum. | All | 5000 LCAP Curriculum Enrichment (1777) |
| 1.15 | The Advanced Placement Department will order and utilize supplemental materials in order to enhance the AP curriculum in order to improve the AP academic experience for all students. | All | 13000 LCAP Curriculum Enrichment (1777) |
| 1.16 | Field trips will be planned by different departments in order to provide students with real life experiences connected to what they are learning in their respective classes For example: Naval Science Program (Annual) Cadet Basic Leadership Program (5,000k) | All | 39820 LCAP Curriculum Enrichment (1777) |
| 1.17 | Conferences and other professional department opportunities will be available to teachers to | All | 5000 LCAP |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|----------------------|---|----------------------------|--|
| | enhance their instructional practices in order to improve student outcomes. | | Curriculum Enrichment (1777) |
| 1.18 | All students in designated ELD will be given a subscription to the English version of Rosetta Stone in order to practice English at home. | English Learners | 20000 Title I |
| 1.19 | The ELD Department will order and utilize supplemental materials in order to enhance the ELD curriculum and overall learning experience of our English Learners. | English Learners | 5000 Title I |
| 1.20 | We will hire additional bilingual tutor support for our English Learners in designated and integrated ELD. | English Learners | 87415.42 Title I |
| 1.21 | The Special Education Department will order and utilize supplemental materials in order to enhance their curriculum and to improve student outcomes. | Special Education Students | 5000 Title I Intervention Materials |
| 1.22 | The World Language Department will collaborate to lesson plan, and develop an understanding of their new adoption. | All | 1000 LCAP Curriculum Enrichment (1777) |
| 1.23 | The ELD Department will meet regularly to lesson plan, look at data, and receive professional development on effective strategies for teaching English Learners. The ELD Department will begin to build leveled libraries in their classrooms in order to provide students with the opportunity to read books at their independent reading level in order to build their vocabulary, fluency, and reading comprehensions. | English Learners | 10000 Title I |
| 1.24 | Tutoring will be offered in all core content areas after school for students who need additional support with their core classes. Before school tutoring should be available if there is a need for student intervention at that time. | All | 34890 LCAP Content Intervention (1719) |
| 1.25 | | | |

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of structured teacher talk was effective this school year. While visiting classrooms, we are seeing more implementation of the various structured student talk strategies that our teachers have been trained on. This year we want to focus more on when to use what strategy in order to get the best student outcomes.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no budgeted expenditures that impacted the strategies/activities to meet the goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA is aligned to new LCAP goals with metrics that will provide the school site with on-going implementation and effectiveness metrics.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe and Supportive Learning Environments (VCUSD Pillar 2) -

Jesse Bethel High School will provide equitable opportunities through responsive strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Safe and Supportive Learning Environments (VCUSD Pillar 2) -

Vallejo City Unified School District will provide equitable opportunities through responsive strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Training teachers on how to create positive yet engaging and rigorous learning environments that cause students to reflect on their learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| Chronic Absenteeism Rate | 29.01% | 20.01% |
| Suspension Rate | 7.20% | 6.0% |
| % of Students chronically absent- Student Analytics Lab -All Students | 29.3% of Students chronically absent- Student Analytics Lab -All Students | 25% of Students chronically absent- Student Analytics Lab -All Students |
| Source: Student Analytics Lab | Quarter 3, School Year 2024-2025 | Quarter 3, School Year 2025-2026 |
| % Average daily attendance -All Students | 91.28% Average daily attendance -All Students | 93% Average daily attendance -All Students |
| Source: Student Analytics Lab | Quarter 3, School Year 2024-2025 | Quarter 3, School Year 2025-2026 |
| % of High School students who have dropped out of school as measured by the percentage point difference between the Four-Year Adjusted Cohort Graduation Rate and 100% -All Students -English Learners | % of High School students who have dropped out of school as measured by the percentage point difference between the Four-Year Adjusted Cohort Graduation Rate and 100% -All Students 14.8% -English Learners 32.1% | % of High School students who have dropped out of school as measured by the percentage point difference between the Four-Year Adjusted Cohort Graduation Rate and 100% -All Students 11% -English Learners 28% |

| | | |
|--|---|--|
| -Students with Disabilities Source: DataQuest 4-Year Adjusted Cohort Graduation Rate & Outcome, 4-Year Adjusted Cohort Outcomes | -Students with Disabilities 45.1% School Year 2023-2024 | -Students with Disabilities 40% School Year 2024-2025 |
| % of students suspended once or more -All Students -Students with Disabilities Source: CA Dashboard, Suspensions | % of students suspended once or more -All Students 7.1% -Students with Disabilities 12.9% School Year 2023-2024 | % of students suspended once or more -All Students 3.9% -Students with Disabilities 6.45% School Year 2024-2025 |
| % Students suspended -All Students -Students with Disabilities Source: Student Analytics Lab, Suspension rate Dashboard | % Students suspended -All Students 3.83% -Students with Disabilities 6.45% Quarter 3, School Year 2024-2025 | % Students suspended -All Students 2.7% -Students with Disabilities 6% Quarter 3, School Year 2025-2026 |
| Student expulsion rate Source: DataQuest Expulsion and Suspension Rate | Student expulsion rate 0% School Year 2023-2024 | Student expulsion rate 0% School Year 2024-2025 |
| % of 11th grade respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations-adults in school' key indicators, and 'Very Safe' or 'Safe' on 'Perceived safety' key indicator. Source: California Healthy Kids Survey data | % of 11th grade respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations-adults in school' key indicators, and 'Very Safe' or 'Safe' on 'Perceived safety' key indicator School Year 2023-2024 | % of 11th grade respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations-adults in school' key indicators, and 'Very Safe' or 'Safe' on 'Perceived safety' key indicator. School Year 2024-2025 |
| % of SST Referrals Source: AERIES Intervention Dashboard | 0.4% of SST Referrals Quarter 3, School Year 2024-2025 | 8% of SST Referrals Quarter 3, School Year 2025-2026 |
| % of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey Source: Panorama | % of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey As of Trimester 2/Quarter 3, School Year 2024-2025 | % of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey As of Trimester 2/Quarter 3, School Year 2025-2026 |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|---|
| 2.1 | Provide SEL through Restorative Justice support outside consultant, to support school wide goal of building teacher capacity to creating positive and productive classroom cultures. Funds for services and staffing. | All | 15000 Title I 35000 LCAP Curriculum Enrichment (1777) |
| 2.2 | Continue utilizing PBIS Rewards platform as a tool for teachers to award points to students for demonstrating desired school wide expectations. | All | 4000 LCAP Student Recognition and Engagement (1776) |
| 2.3 | Incorporate mandatory tobacco, nicotine, THC prevention and informational lessons for students as alternatives to suspension. | All | |
| 2.4 | Parent informational nights on supporting students in navigating social media and prevention of vaping/drugs. | All | 1000 LCAP: Parent Involvement Parent Engagement (1786) |
| 2.5 | Leadership classes will plan and implement school activities and will develop student clubs to provide opportunities for students to engage positively in our school environment. Leadership will plan and coordinate the Jag Den (JBHS PBIS) "store" where students can use their points that they earn for demonstrating school wide expected behaviors. | All | 8000 LCAP Student Recognition and Engagement (1776) |
| 2.6 | Multimedia and athletics will use the Hudl software in order to record our athletic events and our student activities on campus. This will help to market our programs to incoming students and showcase our events to our parent and student community in order to build more student and parent engagement. | All | 10000 LCAP Curriculum Enrichment (1777) |

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

JBHS did not meet the goal of reducing our chronic absenteeism target of 20%. Our strategy to provide teachers with classroom culture support is aimed to encourage students to feel connected to their peers to increase their sense of belonging and connectedness to staff and peers. Additionally, this strategy is also focuses on improving student-student and adult-student relationships and conflict-resolution strategies aimed to reduce suspension rate at JBHS. Our focus of using mediations as one response to conflict was evidenced by having the Restorative Justice Coordinator training students to facilitate mediations with adult supervision as well as her role in supporting individual teachers with classroom-based community building. As part of relationship building and positive recognitions, JBHS will continue

utilizing PBIS Rewards as a tool for staff and students to monitor points and redeem in the Jag Den and will be run by Leadership.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

JBHS will move to have Multimedia classes promote career opportunities, and literacy through software to better align efforts to increase student media skillset and showcase student events to all stakeholders. In addition to athletics, JBHS will incorporate information about social media awareness and vaping/drugs to parent/family nights since misuse of social media and vaping/drugs continues to be a reason for conflicts at school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In Goal 2, JBHS aims to focus on the building positive working relationships in classrooms throughout the year so relationships are more likely to be restored if and when a conflict happens. One change to the goal is the alignment of Multimedia and Athletics strategy to have common messaging to families and community and leveraging student-created promotional content to support schoolwide programming. As mentioned in the Goal 2 strategies, JBHS students will participate in mandatory vaping/tobacco prevention informational lessons as alternatives to suspension.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Equitable Opportunities, Equitable Outcomes (VCUSD Pillar 1) -

Jesse Bethel High School will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equitable Opportunities, Equitable Outcomes (VCUSD Pillar 1) -

Vallejo City Unified School District will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to our 2023 Dashboard Data we continue to see equity gaps with our student groups. Our Filipino students are outperforming all of our other student groups in English Language Arts and Math, and are our least suspended student group and have less issues with chronic absenteeism. They also have the highest graduation rate among our student groups at JBHS. We are seeing growth with our other student groups but there is still quite a bit of discrepancy between all of our groups and our Filipino student group. This will be an area of focus for Jesse Bethel this school year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| % of English Learner (EL) students making progress toward English language proficiency on the ELPAC Source: CA School Dashboard, English Learner Progress | 32.3% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2023-2024 | 36% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2024-2025 |
| % NWEA Projected Proficiency in Reading for EL student group Source: Student Analytics Lab | 14.7% NWEA Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2024-2025 | 18% NWEA Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2025-2026 |
| % of English Learner students reclassified as Fluent English Proficient Source: DataQuest, School Level, Annual Enrollment Data, Enrollment by | 18% of English Learner students reclassified as Fluent English Proficient School Year 2023-2024 | 28% of English Learner students reclassified as Fluent English Proficient School Year 2024-2025 |

| | | |
|---|--------|--------|
| English Language Acquisition Status (ELAS) and Grade, RFEP for site | | |
| CAASPP ELA % Met and Exceeded | 30.53% | 36.5% |
| CAASPP Math % Met and Exceeded | 12.29% | 17.39% |
| ELPAC % of current EL students who progressed at least 1 ELPI level | 38.30% | 46% |
| Graduation Rate | 86.16% | 90% |
| CAASPP ELA - Subgroup African American | 19.30% | 27.30% |
| CAASPP Math - Subgroup African American | 5.40% | 15.50% |
| CAASPP ELA - Subgroup English Learner | 20.50% | 28.50% |
| CAASPP Math - Subgroup English Learner | 20.80% | 25.80% |
| CAASPP ELA - Subgroup Students w/ Disabilities | 13.40% | 19.40% |
| CAASPP Math - Subgroup Students w/ Disabilities | 3% | 13% |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|----------------------------|--|
| 3.1 | At the beginning of the year the ILT team will look at Dashboard Data to identify our equity gaps and to brainstorm strategies for closing these gaps. This equity plan will be shared with the staff at large and will be an area of focus for the 2025-2026 school year. | All | See SPSA 1.2 |
| 3.2 | Parent meetings will be held with our lowest performing student groups to discuss strengths and areas of growth for each of these groups. Parents will be informed of our equity plan and will be asked for input on how to work on closing our equity gaps. The focus of these meetings for this year will be on graduation and A-G requirements as well as on our success rates with these areas. | African American Latino | 3302 Title I Part A: Parent Involvement |
| 3.3 | Counselors will hold parent workshops on graduation requirements, A-G requirements, FAFSA, and credit recovery opportunities at least 3 times a year. (increase funding by 500.00) | All | 1000 LCAP: Parent Involvement Parent Engagement (1786) |
| 3.4 | We will continue to work with California Education Partners and Hogan Middle School to monitor the progress of our Tier III 9th grade students who need additional support with academics, social emotional well-being, and attendance. For the school year 2025.2026 collaboration meetings should be held quarterly. | Tier 3 students | District Funded |
| 3.5 | As a staff we will continue to work in our departments to use formative assessment to | All | |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|-----------------------|
| | develop plans for reteaching and will further develop school wide expectations for retakes. Our goal is to give students multiple opportunities to demonstrate proficiency with the standards being taught and to reflect their progress in their grades. We are also working on developing a shared understanding of what proficiency looks like for the standards in each of our departments and are striving for more consistency with department grading policies. Our goal is to create more equitable grading practices at JBHS while also working with staff on the effective use of formative assessment for reteaching and differentiating instruction. | | |
| 3.6 | Literacy strategies as provided by AVID and CORE professional developments will be utilized across departments in order to increase the literacy skills of our students. This year there will be a focus on the use of content specific vocabulary and close reading strategies to deepen reading comprehension in order to increase the literacy rates of all students an in particular our long term English Learners. | All English Learners | 5000 Title I |
| 3.7 | During the first few weeks of school all case managers will meet with all general education teachers in order to discuss the students on their caseloads and their needs. They will go over the IEP at a glance and inform the general education teachers of strategies they can use to support their students in the general education classroom. They will also discuss who will be responsible for providing what accommodations and modifications. Subs or class coverage will be utilized in order to allow teachers to meet to collaborate. | Special Education | 5000 Title I |
| 3.8 | A Professional Learning Community will be developed to work on deepening our understanding of Culturally Responsive Pedagogy and how it can serve as a framework for all of our instructional initiatives. Once a framework is developed, professional development will be developed and provided to staff members on culturally responsive pedagogy. | All | See SPSA 1.2 |
| 3.9 | Our ELD and English teachers will attend the CABE conference this year to deepen their knowledge and skills on effective strategies for teaching English Learners. | English Learners | 5000 Title I |
| 3.10 | Our CARE Team will meet twice a month to review the progress of our students who need Tier 3 services and will also work to use data and staff recommendations to further identify students who are in need and make sure that they are connected to services. | Tier 3 students | See SPSA 1.2 |

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This is a new and an additional goal in comparison to 2023-2024. The effectiveness was minimal. The ILT was resistant to implementing change addressing equity gaps and was dismissive toward Dashboard Data. Parent meetings were effective and ongoing throughout the year. Counselors provided information for dual enrollment, FAFSA, and A-G requirements. Implementation of CalEd partners was positive and helped prioritize 8-9th grade transition of priority students to reduce D/F rates with supports. Staff will continue to work with departments to create and use formative assessments and develop plans to reteach and a plan for student retakes. Our goal is to give students multiple opportunities to demonstrate proficiency with the standards being taught and student knowledge reflect the grades. Our goal JBHS is to create equitable practices and use formative assessment to differentiate and reteach standards. Literacy strategies provided by CORE and AVID will be used across departments in order to increase literacy skills. Our ELD teachers will attend CAFE conference to deepen their knowledge and skills to effectively teach English Language Learners. CARE team is developing capacity to increase their output of SSTs for high priority students needing support. Our VAPA department is currently adding to the resources for band and drama development funded through a grant.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and the budgeted expenditures to implement the strategies to meet the goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA is aligned to new LCAP goals with metrics that will provide the school site with on-going implementation and effectiveness metrics.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Community Centered Education (VCUSD Pillar 4) -

Jesse Bethel High School will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Community Centered Education (VCUSD Pillar 4) -

Vallejo City Unified School District will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on our data, it is evident that we have a lot of room for growth in all academic areas as well as in our overall experience for students at Jesse Bethel High School. We recognize and value the importance of working with students, staff, parents, and the community at large to move our school forward with our goals. We have systems and opportunities in place to work with our stakeholders but we are still struggling with getting the parent participation we have been aiming for. This is still an area of focus for us at Jesse Bethel High School.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| % of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education Source: LCAP survey | 50% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education Quarter 3, School Year 2024-2025 | 55% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education Quarter 3, School Year 2025-2026 |
| # of activities beyond required Parent Engagement Opportunities Source: Reporting from Parent Liaison | 4 activities occurred beyond required Parent Engagement Opportunities Quarter 3, School Year 2024-2025 | 4 activities occurred beyond required Parent Engagement Opportunities Quarter 3, School Year 2025-2026 |
| Parent engagement as measured by % SSC meetings that met quorum Source: SSC sign-in sheets, #of parents/guardians attended/#of students enrolled | 60% SSC meetings that met quorum As of Quarter 3, School Year 2024-2025 | 80% SSC meetings that met quorum As of Quarter 3, School Year 2025-2026 |

| | | |
|---|---|---|
| % of target # of ELAC meetings occurred | 100% of target # of ELAC meetings occurred | 100% of target # of ELAC meetings occurred |
| Source: Calendar/ELAC meeting schedule | As of Quarter 3, School Year 2024-2025 | As of Quarter 3, School Year 2025-2026 |
| % of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided | 100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided | 100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided |
| % Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided | 75% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided | 100% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided |
| Source: Calendar/ELAC meeting schedule | Quarter 3, School Year 2024-2025 | Quarter 3, School Year 2025-2026 |
| ELPAC % of current EL students who progressed at least one ELPI level | 38.30% | 46% |
| Graduation Rate | 86.16% | 90% |
| Chronic Absenteeism | 29.01% | 20.01% |
| Increase parent participation in school parent groups (increase by 5%) | 5-10 parents currently participate in ELAC and also in SSC | 5% increase in parent participation in 24-25 school year. |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|---|
| 4.1 | JBHS will continue to form a School Site Council annually composed of students, teachers, staff, and parents in order to create and monitor our School Site Plan and determine how to utilize our funds to improve student outcomes. | All | 1000 LCAP: Parent Involvement Family Engagement (1786) |
| 4.2 | JBHS will continue to form an English Learner Advisory Council annually to monitor the progress of our English Learner program and to provide input in how to improve the overall outcomes for our English Learners at JBHS. | English Learners | 1000 Title I Part A: Parent Involvement Parent Engagement |
| 4.3 | JBHS will continue to have the Jaguar Athletic Association that will meet monthly to plan and implement fundraisers for our athletics programs. | All | |
| 4.4 | JBHS will partner with Touro University to implement the Youth in Action Program through our Principles of Biomedical Science Pathway in order to provide students with opportunities to conduct research and educate their community on a variety of public health issues. | All | District Funded |
| 4.5 | The Law Academy will continue to work with community partners to mentor our students in the Law Academy. These mentoring sessions will take several times over the course of the year. | All | |
| 4.6 | Counselors will host parent informational nights throughout the year to speak with parents about graduation requirements, A-G requirements, and the FAFSA. | All | |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|----------------------|--|-----------------------|---|
| 4.7 | The Counseling Department will hold college events where representatives from the UC's, the CSU's, and private schools will be available to speak with our parents and students about their admission requirements and procedures. | All | 1000 Title I Part A: Parent Involvement Parent Engagement |
| 4.8 | The Academic Support Providers (ASP's) will coordinate a resource fair annually to share with students and parents what resources we have on campus for our families. This will be done in conjunction with our annual Back to School Night. | All | 818.96 Title I Part A: Parent Involvement Parent Engagement Workshops 1000 LCAP: Parent Involvement Family Engagement (1786) |
| 4.9 | Family engagement opportunities including student recognition and award assemblies (ex. for attendance, student of the month, honor roll, A-G completion, Senior Award Night, and college acceptances) will be held annually to celebrate the accomplishments of our students. | All | 22890 LCAP Student Engagement (1776) 13445 LCAP: Parent Involvement Family Engagement (1786) |

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Jesse Bethel was able to hold events across the year that covered academics, college planning, parent engagement, and extracurricular activities such as athletics.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While the school held many events, Jesse Bethel must still focus on building parent leadership through School Site Council and English Learner Advisory Committee groups.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Actions in Goal 4 of the SPSA are aligned to metrics in the 2024-2025 LCAP.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

| DESCRIPTION | AMOUNT |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$574,281.38 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------------------------|-----------------|
| Title I | \$232,415.42 |
| Title I Part A: Parent Involvement | \$6,120.96 |

Subtotal of additional federal funds included for this school: \$238,536.38

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|--------------------------|-----------------|
| LCAP | \$318,300.00 |
| LCAP: Parent Involvement | \$17,445.00 |

Subtotal of state or local funds included for this school: \$335,745.00

Total of federal, state, and/or local funds for this school: \$574,281.38

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|----------|---------|
| LCAP | 350, 771 | |

Expenditures by Funding Source

| Funding Source | Amount |
|------------------------------------|------------|
| LCAP | 318,300.00 |
| LCAP: Parent Involvement | 17,445.00 |
| Title I | 232,415.42 |
| Title I Part A: Parent Involvement | 6,120.96 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|------------------|-----------|
| | 97,892.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|------------------------------------|------------|
| | LCAP | 318,300.00 |
| | LCAP: Parent Involvement | 17,445.00 |
| | Title I | 232,415.42 |
| | Title I Part A: Parent Involvement | 6,120.96 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 440,825.42 |
| Goal 2 | 73,000.00 |
| Goal 3 | 19,302.00 |
| Goal 4 | 41,153.96 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 1 Secondary Students

| Name of Members | Role |
|-----------------------|----------------------------|
| Rasheena Bell Fesseha | Principal |
| Lucy Marte | Classroom Teacher |
| Colleen O'Neal | Other School Staff |
| Nikki Arenal-Perry | Other School Staff |
| Diosa Bande | Classroom Teacher |
| Gary Lee | Parent or Community Member |
| Nicole Anderson | Parent or Community Member |
| Hedayatullah Arbab | Parent or Community Member |
| Algeria Adena | Parent or Community Member |
| Andrea Richardson | Parent or Community Member |
| Ronnie Taylor | Secondary Student |
| Anna Paris | Classroom Teacher |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on August 21, 2025.

Attested:

an KJE
DIN File

Principal, Rasheena Bell Fesseha on August 21, 2025

SSC Chairperson, Diossa Bande on August 21, 2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023